

SEND Information Report

2018-19



SENCO: Mrs Amanda Aldin	SEN Governor: Emily Harris
--------------------------------	-----------------------------------

Contact: Mrs Amanda Aldin can be contacted via the school office – 01274 678545

Local Offer Contribution: Please see a copy of Farfield’s Local Offer on the school website

SEND Policy: Please see a copy of Farfield’s SEND Policy on the school website

Whole School Approach

The Special Educational Needs Code of Practice lies at the heart of the school’s SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different types of SEN. The Bradford Matrix of Need aims to provide clarity on the graduated approach and best endeavours:

- **Quality First Teaching** = Low level of need, increased differentiation, working just below age related expectations
- **SEND Support** = mild difficulties with learning, regular targeted individual or small group support, working below age related expectations
- **SEND Support +** = moderate difficulties with learning, need a significant level of tailored intervention and 1:1 support, working well below age related expectations
- **EHCP** = Statutory Assessment. If support beyond range 3 is required, the school in conjunction with the Local Authority (LA) must conduct an assessment of Education, Health and Care Needs.

Assess, Plan, Do, Review

If a teacher has concerns about any child in their class, they will raise the concerns with the SENCO (Mrs Atkinson), who will work with the class teacher to decide on an appropriate plan of next steps.

Assess: Children are assessed to find their strengths and areas of need, using school’s procedures and assessment tools, such as:

- Baseline Assessments from the Cognition and Learning Team, used to identify specific gaps in learning
- Reading, writing or numeracy assessments, used to identify specific gaps in learning
- Speech and Language assessments carried out by a Speech and Language Therapist
- Observation carried out by an Educational Psychologist

Plan: During half termly Pupil Progress Meetings, discussions are held between class teachers and the SENCO to plan for the support that will be put in place for each child with SEND. Parents are consulted if it is felt that children need some support for Special Educational Needs.

Do: Planned support is implemented by class teachers, working in close collaboration with classroom support staff, learning mentors, Nurture Group staff (if applicable) and any external agencies involved.

Review: Reviews take place between class teachers and SENCO each half term. The progress that has taken place will be the focus of discussions, as well as next steps. Termly ‘Assertive Mentoring’ meetings take place between children and their class teachers, in order for them to review their own

progress and decide on next steps. Parents are invited to meet the SENCO each term, in order to review their child's progress. Parents are free to make an appointment to meet with the SENCO whenever they wish.

Number of children receiving SEND support in 2018/19:

Quality First Teaching (Range1) = 91

School Support (Range 2) = 55

School Support + (Range) 3 = 11

EHCP (Range 4) = 2

Total = 159

Assessment and Progress of Children with Special Educational Needs and Disabilities

Progress of our children with SEND is tracked and monitored regularly. If any child seems 'stuck' with any aspect of their learning, then we work in conjunction with parents and other agencies to address this. We strive for all our children to achieve as well as they can.

Supporting the Emotional Wellbeing of Children

Children have access to a variety of provision aimed at supporting children with Social, Emotional and Mental Health Needs. Some of these include:

- 2x full time Learning/Behaviour mentors including one who is a Mental Health Champion
- Sensory room
- Lego Therapy
- Nurture group
- School council
- ESCAYP counselling referrals made as necessary
- Referral to the Bradford SEMH team at Children's Services as necessary

Involvement of Outside Agencies and Partnerships with other Schools

The following agencies have supported children with SEND during the academic year of 2018-19:

- Bradford Cognition and Learning Team
- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- CAMHS
- School Nursing Team
- Autistic Spectrum Team
- Community Paediatric Team
- Bradford Social, Emotional and Mental Health Team
- Children's Social Care
- ESCAYP Counselling Service
- Lego Therapist
- Dietitians
- Diabetic Specialist Nursing Team

Partnership with Parents/Carers

Parents and carers of children with SEND are informed of their child's progress in a number of ways:

- Parent's evening twice per year, plus a third time if they wish to make an appointment after receiving

their child's end of year report, where the SENCO is also available to meet with parents

- End of year written report
- Open access to meet with the SENCO at any time, by making an appointment through the school office
- Annual review meetings, for those children who have an Education, Health and Care Plan

If the class teacher or SENCO has concerns regarding a child's needs, parents/carers will be invited into school to discuss these.

If parents have any concerns regarding their child's needs, they are welcome to make an appointment to see their child's teacher or the SENCO at any time by contacting the school office or the teacher directly.

Staff Professional Development and CPD

Sept 18 - Type 1 Diabetes training for First Aider and new class teacher (St Lukes Hospital)

Oct 18 – Insulin Pump Training Learning Mentors, teaching staff and associate staff

Jan 19 - **TALC Assessment** training attended by SENCO (Bradford, Margaret McMillan Tower)

Feb 19 - Stammer training Reception and Year 1 staff (delivered by SALT)

March 19 – Precision Teach training (staff to staff) for 1:1 supports

March 19 – Dyslexia Awareness (whole staff meeting)

May 19 – Clicker 7 training for 1:1 support staff (Bradford, Margaret McMillan Tower)

July 19 – Insulin Pump Training training for teachers of children moving into their class next year with the condition (Diabetic Team, St. Lukes Hospital)

Half Termly – SENCO attended network meetings with other local SENCOs in the Futures Partnership

As required, members of teaching and support staff have worked closely with professionals from Bradford Children's Services (ASD team, SEMH Team, Educational Psychology Team etc) to gain support for working with individuals

Information on Support for Transition and School Partnerships

Strong links exist with local Secondary school SENCOs. In the Summer term, meetings take place between SENCOs to ensure accurate and efficient transfer of records and information, in order to minimise the disruption of support levels for pupils transferring to secondary school. Separate and/or additional transition visits are set up for pupils with SEND, where required. For children with EHCPs moving to secondary schools, detailed transition plans are discussed during Annual Reviews in the Summer term.

Half termly SENCO meetings take place between SENCOs in the Futures Learning Partnership. This allows SENCOs to share good practice and resources. It also enables SENCOs to share information when children move between the Partnership schools.

Admissions of children with SEND

Farfield Primary and Nursery School is compliant with the Equality Act 2010 in terms of admission to school for children with disabilities i.e. no child would be refused admission because of a Special Educational Need or disability. We would always strive to make reasonable adjustments for children with disabilities and carefully consider how we could meet the needs of children with EHCPs. The LA admission policy is followed by the school.

Where a child has been identified as having Special Educational Needs or Disabilities, the SENCO or Head Teacher will endeavour to contact the child's previous school prior to their arrival, in order to ensure that any

necessary arrangements are made.

Accessibility

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents, carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equal opportunities for disabled pupils.

Farfield Primary and Nursery is on a predominantly level site. Level or ramp access is provided via several entrances. Additionally, Farfield Primary and Nursery has toilet facilities for disabled and a lift for access to our Key Stage 1 area.

Finance

SEND funding was used in a variety of ways in 2018-19:

- 1:1/small group support from Teaching Assistants
- The purchase of resources for individuals with specific needs
- Equipment to support children with fine and gross motor skills needs
- Books to support the specific needs of children – both text books for staff to refer to and picture books for the children to use
- The commission of a Speech and Language therapist (1.5 days per week)